

Lockport City School District
ELA Grade 3
Unit 1
Aligned to the Common Core 2011-2012

Unit 1 Title:

Rationale: Students who are college and career ready value evidence, build strong content knowledge, comprehend as well as critique, problem solve and use technology and digital media strategically and capably.

Duration: 10 weeks

PHASE ONE: DESIRED RESULTS

GRADE LEVEL SPECIFIC COMMON CORE LEARNING STANDARDS:

***Note:** highlighted standards are formally assessed within this unit.

Reading for Literature

Reading for Information

Determine the main idea of a text; recount the key details and explain how they support the main idea(RI. 3.2)

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur) (RI.3.7)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. (RI.3.4)

By the end of the year, read and comprehend informational texts, including history/social studies, science, technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. (RI.3.10)

Reading Foundational Skills

Know and apply grade-level phonics and word analysis skills in decoding words. (RF.3.3 a-d)

- a. Identify and know the meaning of most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words.
- d. Read grade-appropriate irregularly spelled words.

Read with sufficient accuracy and fluency to support comprehension. (RF.3.4. a and c)

- a. Read grade-level text with purpose and understanding.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2 a-d)

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.3.3)

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.3.4)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) (W.3.5)

With guidance and support from adults, use technology to produce and publish writing

(using keyboarding skills) as well as to interact and collaborate with others. (W.3.6)

Conduct short research projects that build knowledge about a topic. (W.3.7)

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (W.3.8)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences. (W.3.10)

Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class (W.3.11)

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.3.1 b-i)

- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., *childhood*)
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
- f. Ensure subject-verb and pronoun- antecedent agreement.
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.3.2 a-g)

- a. Capitalize appropriate words and titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).
- f. Use spelling patterns and generalizations (e.g., word families, position-based

- spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Speaking and Listening

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.3.2)

ESSENTIAL QUESTIONS:

- *As a researcher, how do we find out which facts are most important?
- *Which tools can help us gather and organize our facts?
- *What are smart ways that problems are solved?
- *How have animals adapted to solve the problems of their environment?
- *How can we share our research in ways that will matter to others?

BY THE END OF THIS UNIT, STUDENTS WILL KNOW: (What do I need to teach?)

- **Strategies for determining the following when reading informational text:** *How to determine* main idea, supporting details, facts, cause and effect, sequence of events, describe scientific ideas or concepts.
- **Strategies for writing informative/explanatory text:**
How to create guiding questions for research, develop topic with facts, use definitions and details, organize work in a way that is appropriate to task and purpose. Plan, revise, and edit with peers and adults to strengthen

BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO: (What do I need to model, coach the development of, and ask students to perform/do?)

- **Interpret, from informational text read:**
Main idea, supporting details, facts, cause and effect, sequence of events, describe scientific ideas or concepts.
- **As writers of informative/explanatory text:**
Create guiding questions for research, develop topic with facts, use definitions and details, organize work in a way that is appropriate to task and purpose. Plan, revise, and edit with peers and adults to strengthen

<p>writing as needed. Take notes and sort into categories. Use technology to produce and publish, collaborate and interact with others. Use and gather varied sources of information, use keyboard skills, conduct short project on a topic, write over extended and brief times for research, reflection and revision.</p> <ul style="list-style-type: none"> • Strategies for determining the meaning of general academic and domain specific words (e.g., dictionary skills) • Strategies for comprehension of informational texts: <i>How to</i> use titles, diagrams, captions, graphs, etc. to fully comprehend the main idea and supporting details. • Strategies for selecting appropriate research and publication tools online. • Strategies for applying and improving use of conventions: <i>How to</i> produce simple, compound and complex sentences, use capitalization, punctuation, spelling and grammar appropriately, consult reference materials, identify real-life connections between words and their use, distinguish between literal and non-literal meanings of words, use context clues. • Strategies for demonstrating speaking, listening, and collaborative learning skills: <i>How to</i> practice: active listening, collaborative discussions, taking turns while 	<p>writing as needed. Take notes and sort into categories. Use technology to produce and publish, collaborate and interact with others. Use and gather varied sources of information, use keyboard skills, conduct short project on a topic, write over extended and brief times for research, reflection and revision.</p> <ul style="list-style-type: none"> • Model the use of guide words and finding words in a glossary/dictionary • Model the use titles, diagrams, captions, graphs, etc. in texts to comprehend informational texts. • Use, as writers of informative/explanatory text: Facts from Varied Sources, Research Process, Revision, Texts and Illustrations, Organization as a Trait of Writing, Sequence of Events, Note-making • Use internet to research and publish writing. • Apply conventions: produce simple, compound and complex sentences, use capitalization, punctuation, spelling and grammar appropriately, consult reference materials, identify real-life connections between words and their use, distinguish between literal and nonliteral meanings of words, use context clues.
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others speak, sharing facts found, explaining own ideas for understanding, speaking clearly with relevant facts and in complete sentences, creating visual displays to enhance facts and details, determining main idea and supporting details of text read aloud, reporting on a topic at an understandable pace.

- **Strategies for Applying Foundational Reading Skills:**

How to use context clues to understand text as necessary, understand and define grade level and domain specific vocabulary (e.g. adaptation), read grade level text with purpose and understanding.

- **Language Skills**

How to make use of the knowledge of language and its conventions when reading, writing, listening and speaking. How to choose words and phrases to convey precise ideas, choose punctuation for effect. How to utilize formal and informal language when appropriate. How to use context clues, consult reference materials (both print and digital) to find the pronunciation and definition. How to use content specific vocabulary

- **Demonstrate speaking, listening, and collaborative learning skills:** Active listening, engage effectively in collaborative discussions, taking turns while others speak, sharing facts found, explain own ideas for understanding, speaking clearly with relevant facts and in complete sentences, create visual displays to enhance facts and details, determine main idea and supporting details of text read aloud, report on a topic at an understandable pace.

- **Foundational Reading Skills:**

Use context clues to understand text as necessary, understand and define grade level and domain specific vocabulary (e.g. adaptation) , read grade level text with purpose and understanding.

- **Language Skills:**

Use knowledge of language and its conventions when reading, writing, listening and speaking, choose words and phrases to convey precise ideas, choose punctuation for effect, Utilize formal and informal language when appropriate. Use context clues, consult reference materials (both print and digital) to find the pronunciation and definition. Use content specific vocabulary.

PHASE TWO: ASSESSMENT EVIDENCE	
Pre-Assessment Task: Unit 1 Culminating Task	Formative Assessment Process:
<p>What will the student do or produce to demonstrate their understanding and abilities?</p> <p>*Data from this task may not be used for NYS ELA pre-assessment purposes. Teachers must use a task that parallels the NYS ELA 3, to be identified by district administrators.</p>	<ul style="list-style-type: none"> • How will the teacher support performance on this task? • How will the teacher formatively assess student work and provide feedback?
<p>Students will.....</p> <ul style="list-style-type: none"> • Learners will choose one animal to research and with teacher support, brainstorm potential questions that can guide their research. <u>This will be captured on their note-sheet.</u> (W.3.5) (W.3.10) • Learners will search a variety of informational texts to locate information about their selected animal and its adaptations. They will determine the main idea of various texts, recount the key details, and explain how they support the main idea. <u>This will be captured on their note-sheet.</u> (RI.3.2) (RI.3.7) (W.3.7) (W.3.10) • Sort evidence from research into meaningful categories. This will be used to plan their timed writing drafts. <u>This</u> 	<p>Teacher will.....</p> <ul style="list-style-type: none"> • Provide access to informational texts about animals in print and digital form. Support students in locating them. • Ask students to determine main idea and supporting details from text, but do not provide any background knowledge, models, or examples. This work must be done independently. • Assign timed writing task, which must be completed in 45 minutes of class time. • Collect drafts and use a standards-based rubric to assess quality and provide criteria-specific feedback to students. • Capture findings/data from the timed writing task using the approved rubric. Use for formative assessment purposes. • Use these findings to inform

<p><u>will be captured on their note-sheet.</u> (W.2.5) (W.3.8) (W.3.10)</p> <ul style="list-style-type: none"> • Locate several illustrations (e.g., maps, photographs) that accompany the words in a text and that help clarify meaning of the text (e.g., where, when, why, and how key events occur). Reflect on how the illustrations enrich meaning on <u>note-sheet</u>. (RI.3.7) (W.3.5)(W.3.8)(W.3.10) • Timed Writing Task: Use what they have learned to compose the draft of an informational piece wherein they examine a topic and convey ideas and information clearly while addressing each of the skills below <ol style="list-style-type: none"> a. Introduce a topic and group related information together. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section <p><u>This draft will be submitted to the teacher for formative assessment purposes.</u> (W.3.2 a-d) (W.3.5) (w.3.7) (W.3.8) (W.3.10) (W.3.11)</p> 	<p>instruction, revise curricula, and coach individual writers to improve skills.</p> <ul style="list-style-type: none"> • Model how researchers sort information into categories and plan an organized draft of written work. • Model how writers: <p><u>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</u></p> <p><u>Develop the topic with facts, definitions, and details.</u></p> <p><u>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</u></p> <p><u>Provide a concluding statement or section</u></p> • Guide writers through revision of their drafts and collect final copies for a grade. • Support writers in the creation of their Glog. • Coach writers to provide high quality
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| <ul style="list-style-type: none"> • They will use a criteria-specific rubric to self-assess, set goals, and revise. <u>Submit final copy for a grade.</u> (W.3.2 a-d)(W.3.4)(W.3.5)(W.3.8) • With guidance and support from adults, use revised draft and technology to produce and publish a narrative poster about their animal using Glogster or another appropriate web tool. This narrative must include facts from research. It can be based on real or imagined experiences. (W.3.3) (W.3.4) (W.3.6) • With guidance and support from adults, provide criteria-specific feedback on several Glogs completed by their peers, using the peer review process. Findings from peer review will be captured on their <u>note-sheets</u>. (W.3.6) (SL.3.2) (SL.3.3) (SL.3.6) • Revise <u>Glog</u> in response to feedback received and submit for formative assessment purposes. (W.3.2a-d)(W.3.4)(W.3.5)(W.3.8) • Revise <u>Glog</u> in response to teacher feedback and submit for a grade. (W.3.2 a-d) (W.3.4) (W.3.5)(W.3.6) (W.3.8) | <p>criteria-specific feedback to peers and to capture what is learned on their note-sheets.</p> <ul style="list-style-type: none"> • Support writers in the revision of their Glog. Collect. Use these drafts to capture formative assessment data, using a criteria-specific rubric. Use what is learned to inform instruction. • Support writers in the revision and publication of their Glog in response to your feedback and additional instructional support. • Collect and grade Glog. |
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PHASE THREE: WHERE REMAINING SKILLS AND CONTENT CAN BE TAUGHT WITHIN THE LITERACY BLOCK		
MOMENT:	PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:	USING THESE RESOURCES:
GUIDED READING	Targeted comprehension, fluency, listening and speaking and / or language skills.	Textbook leveled readers Scott Foresman Unit 2 Checklists Annotated Records Observation

SHARED READING AND LISTENING TO AUDIO VERSIONS OF TEXT	<ul style="list-style-type: none"> *Main idea *Supporting details *Use of facts *Text *Context clues *Cause and effect *Sequence of events *Active listening *Taking turns while others speak *Speaking clearly *Sharing facts found *use visual displays to enhance facts *Describe scientific ideas and concepts *Organization as a trait of writing *Ask questions for understanding *Describe scientific ideas and concepts *Organization as a trait of writing *Distinguish relevant information 	<p>Individual or small group-selected text relevant to research topics</p> <p>Checklists</p> <p>Annotated Records</p> <p>Graphic organizers</p> <p>Observation</p> <p>Scott Foresman Unit 2</p> <p><i>Penguin Chick</i> by Betty Tatham for modeling</p> <p>Other stories will follow</p> <p>Assess with Weekly Selection Tests from S.F. Series</p> <p>Unit 2 NYS Benchmark Test</p> <p>Checklists</p> <p>Annotated Records</p> <p>Graphic organizers</p> <p>Observation</p>
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